



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

METHODS AND CONTENT OF COURSES IN HISTORY IN THE HIGH SCHOOLS OF THE UNITED STATES

(Concluded)

HUGO H. GOLD
State University of Iowa

NOTEBOOKS

The Commission on Accredited Schools and Colleges of the North Central Association recommends that history should be taught as a disciplinary, as well as an educational, subject. One of the methods used by teachers in making history a disciplinary subject is the requirement of notebooks. Some teachers report constant drill in the usual forms of note-taking with special reference to college work.

Only 78 teachers say they *require* the use of a permanent notebook in *all* courses, 34 say that it is a matter of choice and not compulsion, while 14 say that a notebook is required in all except first-year classes, and 9 say that it is required only in first-year classes.

a) *Advantages of keeping notebooks.*—Table II is an estimate of the advantages of keeping a notebook as given by 111 teachers of history.

TABLE II

Advantages	Frequency
Fixes subject in mind (crystallized information).....	23
Unification and classification of material (organizing ability).....	22
Especially valuable for review.....	21
Develops good habits of study: order, promptness, neatness, accuracy, etc.	21
Helps in getting the important points (essentials).....	13
Serves as a reference and guide (textbook supplement).....	13
Develops power of evaluating material.....	11
Aids the memory.....	9
Correlates events and facts.....	8
Encourages more intensive and careful reading.....	7
Gives teacher a check on student's work.....	7
Stimulates interest.....	6
Pupils take interest in <i>handwork</i> (motor expression).....	5
Furnishes definite requirement for preparation.....	4
Aids logical and original thinking.....	4
Helps to visualize the subject.....	3
Is a time-saver.....	1
None given.....	24

It should be noted that there is great disagreement as to the merits of note-taking. The greatest difficulty in the final solution of the problem hinges upon having the notebook *properly kept*. If students cheat or copy or prepare the notebooks for the teacher's benefit and not for their own, this sort of work is worse than useless.

b) *Disadvantages of keeping notebooks*.—Table III consists of the opinions of 74 high-school teachers on the evils or disadvantages of keeping notebooks.

TABLE III

Disadvantages	Frequency
Wastes time which might be better spent	41
Pupils often degenerate into mere copyists (cheating)	26
Pupils too dependent upon notebooks (hinders or weakens memory)	16
Takes too much of teacher's time and energy	14
Pupils get the mechanics of notebook making rather than the substance of history	11
Deadens interest in history if too detailed	6
Liable to become mere drudgery	5
Results have been unsatisfactory	4
When finished it contains very little or nothing of permanent value	4
An irksome bore to many students if not used rightly	2
Notebook prepared for teacher's benefit rather than pupil's	2
Tabulated facts are not necessarily ideas (mental sloth)	2
Inability to find notebook and method of keeping it that approaches our ideal	2
Positive detriment if not carefully examined and graded by teacher	1
"Loses spirit in the letter of the work"	1
Written reports and individual consultation better	1
May lead to unnecessary repetition	1
None given	61

From Table III it appears that there is a prevalent feeling that the notebook is worked overtime. It is a safe assertion that close scrutiny, careful instruction, and supervision are necessary to get the best results from notebooks. By careful instruction we do not mean that the notebooks should be prepared according to some minute directions. It is better to allow the students to use as much originality as possible, working out notebooks to suit their individual needs.

c) *Grading of notebooks*.—Eighty-nine teachers say that the notebook, when used, is examined and graded, 10 say that it is not, and 4 say that it is examined but not graded. Ten fail to state whether it is examined and graded, and the remaining 26 never use the notebook.

d) *What is entered in the notebook.*—Outlines of one kind or another were most frequently mentioned. These are usually outlines of the textbook or of collateral reading. This was rather a surprising discovery. The Commission on Accredited Schools and Colleges recommends that notebooks or cards be kept by the pupil, showing a record of the work done, this record to consist of (1) sketch maps made by the pupils as illustrations of their studies, (2) references to important material, (3) extracts from primary and secondary authorities, and (4) informal notes on reading done in connection with the course.

In the majority of schools the spirit of these recommendations is being observed in a limited way, but the fact that more teachers (44) mention "outlines" than any other one thing seems to indicate that notebook work is made too tedious. In addition to outlines the following are some of the other things entered in the notebooks in the order of frequency in practice. Notes on collateral reading (40), maps (37), important points emphasized in class (22), reports made in class on special topics (20), notes on classroom lectures (11), notes from reports made in class by other pupils (10), tabulation, statistics, charts, diagrams, graphs (9), summaries of special topics or periods (7), cartoons, pictures, art drawings (7), notes dictated by teacher (6), original themes, essays, or sketches (6), newspaper clippings referring to history (5), significant dates (5), reference notes for collateral reading (bibliography) (4), questions for review (4), etc.

e) *Additional notebook suggestions.*—If notebooks are required, careful supervision would render the work more profitable.

Notebooks prepared with mechanical precision according to minute directions are of questionable value. Let the notebook, as far as possible, be an expression of the individuality of the pupil. The pupil should feel that the notebook is solely for his own benefit.

One means of reducing the amount of copying or cheating is to require that the notes be handed in as soon as finished, a premium being placed upon promptness.

Newspaper clippings, cartoons, diagrams, etc., entered in the notebooks may cause pupils to take pride in their work.

In the state of New York a maximum credit of 10 per cent in the Regents' examination is given for history notebooks. In some

schools in that state the notebooks count for 50 per cent of the day's recitation once a week.

It would seem better to emphasize a few important things to be placed in the notebooks and not require a complete outline of the textbook. "A topical notebook condensed" so that the notes will be serviceable to the pupils in reviewing and in assimilating the main facts approaches the ideal.

SOURCE MATERIALS

In reply to the question, "Do you use source materials?" 113 teachers answered in the affirmative, 9 failed to answer the question, and 13 answered negatively, ranging from an unqualified "No" to answers like "No, not to any extent by pupils."

a) *Extent and manner of using sources.*—The North Central Association recommends that one-fourth of the collateral reading consist of source material. Teachers are either not aware of this recommendation or are not observing it. While sources are being used in many schools, more especially in American history, 45 per cent of the teachers make very little or no use of source material. Thirty-two teachers use it only for illustrative purposes in the classroom, either reading or lecturing to the class to explain the method of using sources. In 10 instances sources are used practically not at all on account of lack of material.

b) *Character of sources used.*—Source books constitute by far the greatest amount of source material used in high schools. Copies of original documents, reprints, and translations are frequently used. Some use is made of old letters, diaries, periodicals, pictures, and curios. In two cases the testimony of old settlers was mentioned.

Among the source books mentioned in the order of frequency were Hart's *Contemporaries*, Hart's *Source Book*, Robinson's *Readings on European History*, Cheyney's *Readings on English History*, Davis' *Readings on Greek and Roman History*, McDonald's *Selected Charters and Documents*, Munro's *Source Book on Roman History*, Henderson's *Source Book*, and Kendall's *Source Book*.

c) *Purpose of using source material.*—Table IV shows the aim or purpose in the use of sources, being an evaluation by 135 teachers.

It will be noted that motivation, first-hand information, the visualization of history, and "local color" or "setting" are the aims most frequently given.

The historical and educational associations throughout the country recognize the value of sources. Textbook writers emphasize their use by giving many references to source materials and

TABLE IV

Purpose	Frequency
To make history real and vital.....	22
To stimulate interest (motivation).....	20
First-hand and additional information.....	18
To get the spirit of the times (local color).....	18
Comparison of authorities and independent judgment.....	15
To illustrate method of writing history.....	14
To correct mistaken ideas.....	10
Acquaint students with the different kinds of historical materials.....	8
Illumination of the textbook.....	7
To make impressions stronger.....	7
Training in historical criticism and interpretation.....	5
To broaden pupil's viewpoint.....	5
Encourage habit of investigation.....	5
To cultivate the historical sense or attitude.....	4
To visualize events.....	3
To get the connected and complete story.....	2
To give atmosphere.....	2
To give slight training in research work.....	2
As a basis for written work.....	1

special topics. Some teachers are of the opinion that high-school pupils are too immature to use the sources, while others are handicapped by lack of material and time.

OTHER AIDS AND DEVICES

a) *Maps and map drawing*.—In answer to the question, "Is map drawing required in all history courses?" 102 teachers answered with an unqualified "Yes." Three failed to answer the question, 2 do not require map drawing at all, and the remaining 28 require maps in some courses but not in others. The custom seems to be to require from ten to twenty-five maps per year, usually outline maps completed by the pupils, but in many cases freehand or sketch maps drawn from memory or without a copy.

The data entered in maps was tabulated under four divisions, the numbers in parentheses indicating the frequency with which a given item was mentioned: (1) territorial changes after wars or treaties (25); (2) battle fields, military routes, and campaigns (20);

(3) important places, such as cities, rivers, mountains, states, countries, and their colonies, and location of important historical events (19); (4) commercial or trade routes, vocations, dates (8). In the opinion of the writer the importance of these is in the reverse order. According to reports of teachers of history, the purposes of map drawing are to develop a definite sense of location and proportion, and of geographical relations of history, and to make the work more definite and concrete by the visualization of history. Geographical "background" is necessary to a proper understanding of history.

b) *Special devices for locating and correlating events in time.*—There is a tendency to learn only the important dates, then relate other events to these. Table V gives the frequency with which special devices were reported by 135 high-school teachers.

TABLE V

Devices	Frequency
Key dates learned, deductions drawn to approximate others.....	21
Chronological charts or tables.....	18
Charts (made by pupils mostly).....	14
Outlines (made by pupils mostly).....	10
Parallel chronological tables showing history in different countries going on at the same time.....	11
Parallel history in different countries. Cross references and correlations..	10
Drills, repetitions, reviews.....	10
Large associations of persons and events.....	9
Diagrams.....	6
Reasoning by cause and effect.....	6
Association of things, dates, places, and actions.....	4
Associating dates by peculiarity of words or figures.....	3
Constant reference to other history courses, e.g., American history is studied with European background.....	1
Discussion or quiz.....	1
Connect everything with the present as far as possible.....	1
"Twenty-five most important dates in history".....	1
Parallel lines to show relation of Greek and Roman history.....	1
List of presidents or kings with three most important events of each administration or reign thoroughly memorized.....	1
No special devices (nothing new to report).....	16
No answer.....	42

Table V is self-explanatory. Only 12 teachers give a definite estimate of the number of dates memorized in each course, these varying from six to about fifteen or twenty important ones each year.

c) *Devices for teaching civics.*—The prevailing devices in the teaching of civics to secure concreteness and motivation are visits to local institutions (courts, state legislature, city council and jail, voting places, etc.), dramatization (mock trials and congresses, town meetings, elections, city councils, etc.), and the study of illustrative materials (charters, constitutions, government bulletins, congressional records, addresses, etc.). Other devices were special talks to class by officials, debates, class organized for accomplishment of some civic work, prize essays and original themes on national questions.

d) *Correlation of history with other subjects.*—Of the teachers who reported, 100 make definite attempts to correlate history with other subjects. Twelve failed to answer the question, while the remaining 23 make very little or no effort at correlation. There is a definite attempt to correlate history with English and literature, but there is little uniformity in practice with reference to other subjects. A very common practice is for the English teacher to give credit for themes which the pupils have written in history courses, or for the English department to use historical topics for themes. One teacher mentions giving history reports and papers to English teacher for criticism. Another says that the assignments of reading in history and English are made to dovetail wherever possible.

American history and American literature are often studied at the same time thus furnishing an opportunity for cross references and correlation. Another method is to show the relationship of poems and novels to history, to refer to the development of literature during a particular historical epoch, or to study the writers of a given period. In many instances mention was made of using mythology, especially in the study of Greek history. Gayley's *Classical Myths* is a favorite source for this.

In studying Roman history first-year students take an interest in the relationship of Latin, which they are just beginning, to history. In one case it was stated that Latin pupils talk to the history class on Roman life, Caesar's war engines, etc. Geography is correlated largely through map drawing by the pupils, through wall maps, and through the discussion of the influence of geographical

features, climatic conditions, resources, etc., upon people, countries, manners, and customs.

SUMMARY AND CONCLUSIONS TO PART II

III. *As to materials and methods.*—

1. Not one-half of the high schools have reached the standard minimum requirements of the North Central Association with respect to the number of volumes of supplementary works on history.

2. At any given time approximately one-half of all high-school pupils are taking work in history courses. There is great variability in methods of teaching history, the most common methods being "topical" and "chronological."

3. The prevailing tendency is to recognize the textbook merely as a guide or outline to be supplemented by collateral reading and other materials. The textbook is considered as a standard of minimum requirements, and the pupil is held directly responsible for a mastery of its contents.

4. The North Central Association has a definite standard of minimum requirements of collateral reading in the various courses in history. In the United States as a whole 30 per cent of those making a definite estimate require less than this minimum.

5. In regard to intensive and extensive reading there is great variability in practice. The consensus of opinion seems to be in favor of greater emphasis of intensive reading for high-school pupils.

6. The most common methods of testing collateral reading are general class reports, oral and written examinations, notebooks, and occasional themes.

7. Practice furnishes no index as to the relative worth of primary and secondary works for collateral reading. About one-half of the teachers report that historical fiction and poetry are used in a limited manner, usually recommended, but not required. Biography is used quite extensively in American history. Magazines and newspapers are used for collateral reading to a considerable extent in advanced history classes.

8. Most teachers consider collateral reading a very important part of effective history teaching. Many are handicapped by lack of time and improper library facilities.

9. A prevalent method for self-expression by the pupil is the requirement of oral and written reports, the consensus of opinion being that the best results are derived from the former.

10. Teachers are at variance as to the relative advantages and disadvantages of keeping notebooks. Most teachers, however, require notebooks in all courses in history. If the standard of the North Central Association is correct, too many outlines are required to be placed in notebooks.

11. The North Central Association advises that one-fourth of the collateral reading be source material. In the United States as a whole 45 per cent of the high schools make little or no use of the sources. In the schools which use the sources there is great lack of uniformity as to the extent and manner of using them.

IV. As to special aids and devices.—

1. Pictures and postcards, the stereopticon and stereoscope, moving pictures, myths and stories, travel reports, industrial exhibits, old relics, old settlers' testimony, etc., constitute some of the supplements in history teaching, some of these being quite frequently mentioned.

2. Maps and map drawing were mentioned by 102 teachers as special aids in history work.

3. Chronological charts, outlines and diagrams, drills, reviews, and cross references are used extensively in locating and correlating events in time.

4. The prevailing practice among teachers seems to be to require the memorizing of only a few of the more important or epoch-making dates and to relate other events to these.

5. To secure concreteness and motivation in the teaching of civics the prevailing devices are the emphasis of community civics and current events, visits to local institutions, dramatization, and the study of illustrative materials.

6. Many teachers make special efforts to correlate history with English, literature, language, geography, and other subjects. With the exception of English and literature there are practically no attempts, as departments, at correlation.